

Strand: Geometry and Spatial Sense

Grade: 3

School: Northwood

Lesson Goal(s)	<ul style="list-style-type: none">- Students will sort polygons by properties in a variety of ways- Students will develop their geometric vocabulary
Curriculum Expectations	<ul style="list-style-type: none">- Identify and compare various polygons (i.e. triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort them by their geometric properties (i.e. number of sides; side lengths; number of interior angles; number of right angles)
Big Idea(s)	<ul style="list-style-type: none">- Shapes of different dimensions and their properties can be described mathematically

3 Part Lesson Plan	Materials
Getting Started (Minds On...)	
Instructional Grouping: Small groups to whole class <ul style="list-style-type: none">- Students are shown 2 different triangles on the lcd screen- Using a think-pair-share strategy, students think about similarities and differences between the triangles then share with their groups- Ideas are shared as a whole class while the teacher records their observations on chart paper	<ul style="list-style-type: none">- Lcd projector- cutouts/images of 2 triangles- chart paper
Working On It (Action!)	
Instructional Grouping: Small groups <ul style="list-style-type: none">- students are given a variety of attribute blocks and are asked to sort them in any way they can and to record their sort on the chart paper- once shapes have been sorted, students are asked to come up with different sorting strategies and to once again record them	<ul style="list-style-type: none">- Variety of attribute blocks- chart paper- markers
Reflecting and Connecting (Consolidate/Debrief)	
Debrief Strategy: Gallery Walk <ul style="list-style-type: none">- students are given a post-it note and are asked to take part in a gallery walk, observing other sorting strategies and writing down math vocabulary words they come across (post-it notes are posted on chart paper to be used in a subsequent lesson)- the teacher recaps the lesson and asks the students how they decided to sort their shapes- students are asked to sort their shapes once more, given the following sorting rule: shapes with 90° angles and shapes without 90° angles- teacher and students share highlights of the lesson	<ul style="list-style-type: none">- post-it notes
Follow-up	